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**STANDARDS
FOR
ACCREDITED
HIGH SCHOOLS
OF
SOUTH CAROLINA**

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STATE DEPARTMENT OF EDUCATION

Division of Instruction

High School Supervisor

Columbia, South Carolina

Jesse T. Anderson, Superintendent of Education

1952

STANDARDS FOR ACCREDITED HIGH SCHOOLS OF SOUTH CAROLINA

Prepared by a
State Committee on Accreditation Standards
under the direction of
D. Leon McCormac, Director, Division of Instruction
1952

STATE DEPARTMENT OF EDUCATION

Division of Instruction

High School Supervisor

Columbia, South Carolina

Jesse T. Anderson, Superintendent of Education

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By resolution adopted June 20, 1952, the State Board of Education officially approved the bulletin, "Standards for Accredited High Schools," and declared that any rules or regulations heretofore adopted by the Board and published in bulletin form or mimeographed form in conflict with rules and regulations published in this bulletin hereby become null and void.

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FOREWORD

This bulletin, "Standards for Accredited High Schools of South Carolina," is the revised edition of the bulletin under the same title published in 1949. The 1952 bulletin has been prepared by the committee on high school standards under the direction of D. Leon McCormac, director of the Division of Instruction and S. David Stoney, high school supervisor, with the cooperation of the supervisory staff of the State Department of Education. In 1949, the committee on standards was expanded to include two junior high school principals. The 1952 bulletin was approved by the State Board of Education on June 20, 1952.

It is our desire that this publication will aid school administrators in the development of the program of secondary education in South Carolina, serving as a guide to the rules and regulations designed to provide desirable quality, coordination, and uniformity, and, at the same time, allowing sufficient latitude and flexibility for growth and development.

Too much emphasis cannot be placed on the important role the high school must play in developing a real, active citizenry. Our high school students must have the proper instruction and guidance that will aid them in developing into well-rounded persons, socially competent and equipped for happy and useful citizenship.

It is our judgment that a set of standards should be continuously analyzed and periodically revised as need for revision becomes apparent. Obviously, this bulletin will need occasional revision. It is to be hoped that, with each revision, its usefulness may increase and that its contents may reflect the best thought among educational leaders with regard to secondary education. If it is to achieve these ends, we shall need the combined efforts of the leaders of educational thought in our State. We solicit the opinions of all school men and women of South Carolina.

Grateful appreciation is due members of the standards committee whose cooperative efforts have created this bulletin. Their thanks go to the many members of the State Department of Education who have contributed to the contents of this bulletin: C. B. Seaborn, Miss Maisie Bookhardt, Miss Minnie Lee Rowland, George Hopkins, J. Bruce Felton, V. L. Cannon, B. R. Turner, R. D. Anderson, C. E. McGrew, Dr. Alma Bentley, P. B. Waters, Harry Weber, and Miss Nancy Day.

The publication of this bulletin incorporates all current rules and regulations of the State Board of Education and accordingly supersedes all earlier bulletins and mimeographed materials relating to high schools.

This bulletin has been edited by Miss Elizabeth Ketchen, editor of publications of the State Department of Education.

JESSE T. ANDERSON

State Superintendent of Education

DUTIES AND RESPONSIBILITIES OF THE STATE BOARD OF EDUCATION

Act number 39 of the General Assembly, 1947, delegates certain specific powers to the State Board of Education. These are (1) to adopt rules and regulations not inconsistent with law for its own government and for the government of the free public schools; (2) to provide for the examination and the certification of teachers; (3) to prescribe and enforce the course of study for the free public schools; (4) to grant and revoke teachers' certificates; (5) to award scholarships created by the General Assembly; (6) to prescribe and enforce the use of textbooks in the public schools of the State in accord with the course of study as prepared and promulgated by the Board.

Clearly, it is a function of the State Board of Education to determine and enforce standards by which high schools are accredited and operated.

THE PURPOSE OF SECONDARY EDUCATION

Justification of education at public expense is based upon the philosophy of government in operation. Government seeks through education to perpetuate the way of life to which it subscribes. In a democracy, the original source of government authority is the people who are governed. Public education in a democracy, then, has as its major function the preparation of its citizens for life in a democracy. The nature of our social order is such that it must depend for its existence upon the character and personality of individuals. But individuals must live and work with others, each being concerned about the welfare of all and all having due regard for the welfare of each individual.

Basing its purposes upon the foregoing premise, the school must concern itself with the development of both the individual potentialities and the social competence of its pupils. This means that the program of education should seek to satisfy the needs of individuals and the broad social needs of mankind.

Children vary in their needs, abilities, and tastes from infancy, and, beginning with the kindergarten, these individual differences must be recognized through teaching procedures. Ordinarily, however, major differentiation in the organization of the curriculum, for purposes of providing opportunity for specialization, are not made below the senior high school level.

It is generally agreed among educational leaders that the high school should continue—although with gradually diminishing emphasis—the common learnings begun on lower levels, and that, with gradually increasing emphasis, specialized and/or vocational or pre-vocational training should be made available to pupils.

Every high school, through the cooperative efforts of the principal, the superintendent, the teachers, the pupils, the school board members, the parents and other persons and institutions, should constantly study and define its purposes. Upon these purposes, the high school program should be developed.

THE NEED FOR HIGH SCHOOL STANDARDS

The nature of the organization and structure of the South Carolina system of secondary schools is such that a set of state standards is necessary. Among arguments that might be advanced are the following:

1. The State provides by legislative appropriations state aid for teachers' salaries, school buildings, and transportation.
2. By act of the General Assembly, state high school diplomas are awarded to graduates of state accredited high schools.
3. The State seeks to guarantee for all its youth opportunity to complete a high school education in schools that meet certain standards of quality.

The State Board of Education recognizes the desirability of the exercise of local initiative in planning and operating school programs. Moreover, it recognizes the impossibility of guaranteeing at the state level the quality of education that, in many respects, must depend for its achievement upon the vision and competence of local leadership and teaching personnel.

While certain standards may appear arbitrary and not always related directly to quality, they are determined on the basis of research and best judgment. They are included because it is believed that schools that do not meet them are less likely to become better schools.

Standards, developed through professional study of the needs of pupils and what the more effective schools are accomplishing, should serve as a wholesome challenge and a valuable aid to all the schools. And the schools themselves should serve as both the proving ground and the battlefield. Standards for accredited high

schools in South Carolina are studied by a committee of school representatives, who make recommendations for adoption by the State Board of Education.

OBJECTIVE AND SUBJECTIVE STANDARDS

The chief consideration in determining standards for schools is the quality developed in the product—the achievement of pupils in terms of their personal development as worthy members of the social order. Standards, then, as far as possible, should be so devised that when they are maintained by schools, the pupils are provided the best available educational opportunities. A well-rounded education includes possession of knowledge, skills, desirable character traits, citizenship qualities, and wholesome attitudes toward life, people, and things.

The degree to which a pupil has mastered selected subject matter can be determined with relative facility. It is more difficult to measure qualities that are less tangible. Likewise, it is difficult to evaluate minutely the effectiveness of a school program or to fix standards by which a school may insure adequate training of pupils.

Our approach to the development of standards embraces provisions that are objective and provisions that are subjective in nature.

Objective, or quantitative, standards relate to physical plant, equipment, supplies, record-keeping systems, library facilities, amount of time devoted to each subject, length of the school day and the school term, subjects taught, certification of teachers, pupil load, teacher load, instructional materials, and a number of others. It is believed that standards in these areas are necessary in order that satisfactory working conditions may be maintained.

Subjective, or qualitative, standards relate to the more intangible values, which, though they do not lend themselves readily to measurement and rating devices, are considered vital in the process of education. Among these may be included such factors as the quality of administrative leadership, the relationship between teachers and pupils, the degree of cooperation between the administrator and teachers, the manner in which purposes are determined, the degree to which the school recognizes in its program the needs and aspirations of its community, the general atmosphere that pervades the school, the program of studies, the quality of the guidance program, efficiency in handling routine, the degree to which the school is

alert to changing needs and opportunities, the general welfare of teachers, and many others.

NEED FOR CONTINUOUS REVISION OF STANDARDS

The ever-changing character of social life demands that standards for an educational program be continuously re-examined and modified as needs for modification become apparent. Recent years have brought economic depression, economic inflation, war, peace-time draft of personnel for military service, and other events that have affected educational programs. The phenomenal growth in high school enrollment has brought problems including those relating to finance, personnel, and the program of offerings. And, even in the absence of any great social change, there are problems of defining purposes and determining ways and means of achieving them that have not been satisfactorily solved.

It is the intention of the State Board of Education to provide for the continuous study of the schools—their needs, their problems, their achievements—and for the revision of standards as observation and study may dictate.

ACCREDITATION PROCEDURE

A high school desiring to be accredited for the first time and all high schools already accredited and desiring to be continued on the accredited list should file an application with the state high school supervisor on or before November 1 of the current year. Forms for this purpose are provided by the office of the supervisor. The application forms call for detailed information on the various phases of the school.

All applications submitted are carefully analyzed, and a report on the results of this analysis is sent to the school. Every high school is expected to make any adjustments needed and notify the high school supervisor accordingly. When conditions prevent complete removal of the indicated deficiencies or compliance with the needed adjustments, some explanation or presentation of extenuating circumstances should be submitted, so that in any case a high school's record will be clear or explained at the end of the year.

When a new school applies for accreditation, it is visited by the state high school supervisor and other supervisors. The visiting supervisors attempt to evaluate the school plant, the curriculum, the qualifications of the administrators as well as of teaching and

non-teaching personnel, teaching aids, the activities, and the general atmosphere of the school. All other high schools will be visited whenever possible by the state high school supervisor and other supervisors in the State Department of Education.

Finally, a recommendation as to the status of the school with regard to accreditation is submitted to the State Board of Education. Action taken by the Board determines the accreditation status of the school. Immediate notice is sent to the school as to the action of the State Board. This action determines the accreditation status of the school for the following school year, except that action taken on new schools and schools in process of becoming accredited will apply to the current school year.

APPLICATION OF THE STANDARDS TO INDIVIDUAL SCHOOLS

The degree to which a school is meeting the quantitative standards can be determined in large measure by analysis of the report which is incorporated in the annual application. These reports and descriptions of certain activities of the school may indicate achievement of some of the qualitative objectives. Much that is considered qualitative, however, requires in its evaluation careful observation, analysis, and exercise of judgment.

Any body of standards set up for the purpose of improving quality in school programs is likely to include so many items that it would be virtually impossible for one school to meet all of them. It is to be expected, therefore, that any school is likely to fail to meet some of the less significant ones. There are, however, certain major standards that all schools should be required to meet. Among these may be included those relating to requirements for the state high school diploma, the length of the school term, certification of teachers and school administrators, maximum pupil load, the filing of the high school application, integrity of school leadership, safety and sanitation of the school plant, the minimum number of teachers required, a degree of diversification in the subject offerings, statutory requirements, and others.

NEW HIGH SCHOOLS

When a non-accredited high school anticipates making application for accreditation, it is suggested that the superintendent or principal, during the year preceding the year in which application is to be submitted, confer with the state high school supervisor. In

this way he may familiarize himself with the standards to be met and the types of information he will be expected to report. The high school supervisor will be glad to arrange a visit to the school and assist the school in its efforts to effect any modifications that may be necessary. Next, the superintendent should secure from the local school board authority to proceed with plans to meet the standards for accreditation. These plans may require employment of additional personnel, construction of buildings or additions, purchase of equipment and supplies, and some reorganization.

Graduates of a new high school will be eligible for the state high school diploma when the school has been organized and operated as a recognized high school in process of becoming accredited for a period of four scholastic years. By special action of the State Board of Education the time may be reduced to three years, provided the quality of the school program warrants such acceleration.

When two or more accredited high schools consolidate, the new school thus organized may be fully accredited the first year of its operation.

When a non-accredited high school consolidates with an accredited school, eligibility of pupils to receive the state high school diploma at the end of the first year of the school's operation must be determined on an individual basis, rules governing the awarding of the state high school diploma being used as a guide.

NON-PUBLIC HIGH SCHOOLS

Non-public high schools that desire to be approved by the State Department of Education may make application to the office of the state high school supervisor, using the same forms as those provided for public schools. Non-public high schools meeting the standards set up by the State Board of Education are placed on the list of "approved high schools" (as distinguished from "accredited high schools") but they are not permitted to award state high school diplomas.

While the standards for non-public schools are essentially the same as for public schools, consideration is given to certain differences in the purposes, the nature of financing, and the general organization. The teachers in these schools are not required to meet the specific certification requirements, but the quality of the teaching personnel must be acceptable in general. The standards relating to minimum class size do not apply.

When a non-public high school is placed on the "approved" list, its graduates are regarded as having training equivalent to that of pupils awarded the state high school diplomas by accredited public high schools.

VISITATION BY STATE SUPERVISORS

The state high school supervisor, his assistant, and other supervisory personnel will visit as often as possible all the accredited and approved schools, as well as other high schools applying for accreditation. The purposes of these visits are (a) to enable members of the supervisory staff to observe personally evidences of the development and progress of secondary education in South Carolina, (b) to supplement through personal observation the information submitted in formal reports and applications, and (c) to be of any possible service to school personnel and others concerned with the improvement of secondary education.

Some visits are made in response to invitations to assist in the solution of specific problems or in the development of general or specific plans; some are made for the purpose of surveying a group of schools in a particular geographic location or selected enrollment classifications; and some are made for general purposes, when itineraries of the supervisors and the geographic location of the schools make such visits possible. All these visits are made with the hope that they may serve in the interest of better understanding and more effective attack upon the tasks involved in developing a system of high schools.

The director of the Division of Instruction and the high school supervisor may, at their discretion, invite members of the committee on high school standards, additional personnel of the State Department of Education, and educators in the field to participate in visitations and evaluations of individual schools.

THE ELEMENTARY SCHOOL

The first prerequisite for an adequate high school is an adequate elementary school. It is doubtful that any high school can be very effective in its program unless due consideration is given to the elementary school. Only as the elementary school is improved and enabled to do a better job can the high school get better prepared pupils with whom to work.

It is generally felt that the elementary school has been neglected and sometimes even discriminated against in the matter of standards. All standards should have the essential purpose of improvement of the total school program, and should be concerned with the welfare of all children in the school community. Certain standards should be applicable to the elementary school as well as to the high school. It is not intended that they should apply in the same way or be entirely uniform, but they should apply in an equitable manner. Application of any standards should be made in terms of grade levels, needs, interests, and abilities of the children involved, and should conform to the educational objectives for that level.

To date the elementary schools of South Carolina have never been placed on any approved list. There have been no uniform standards set up for them. However, school administrators should see to it that the feeder elementary schools within their respective high school districts are at least safe, clean, healthy, and comfortable. Every elementary pupil should have the privilege of attending an elementary school that is equally as good as the high school which serves the same area. There should be equitable application of standards at all grade levels for such items as the following: length of term, minimum salary schedule, qualifications of teachers, instructional materials, supervision, teacher load, housing and maintenance, equipment, and sanitary conditions.

ADMINISTRATIVE ORGANIZATION

The State Board of Education recognizes three-year, four-year, five-year, and six-year high schools. From the standpoint of the organization for all grades, under a twelve-year program, this means that a school system may operate under any one of the following plans, provided the plan elected is approved by the State Board of Education: 6-3-3, 8-4, 7-5, 6-6. In the 6-3-3 plan, the last year (ninth grade) of the junior high school is counted as the first year of high school. The 6-3-3 plan is not ordinarily suitable for small school systems, the 7-5 or the 6-6 plan perhaps being preferable.

Specific approval of the State Board of Education is necessary before a school system may transfer from one type of organization to another.

When pupils of the eighth grade, or the seventh and eighth grades, are included in the high school organization, they must be treated as high school pupils. This means that these pupils must be

housed in the high school building, receive the benefit of instruction by high school teachers in a departmentalized program, and be included in the guidance, art, music, physical education and extra-curricular programs.

Units of credit toward graduation, however, may not be earned below the ninth-grade level. (See section on "Pupil Load.")

In a 6-3-3 plan, where grades 7, 8, and 9 are housed in a separate school, this unit may be accredited as a junior high school provided the standards for a junior high school are met. (See section on "Standards for Junior High Schools.")

ADMINISTRATION

The local school administrator holds a position of leadership in the school and in the community. He alone cannot guarantee maximum training for all pupils who attend his school. The extent to which he possesses qualities of leadership, however, determines largely the extent to which the school in the long run will achieve its purposes. Certainly it is safe to say that without strong leadership the school will fail to measure up to its full potentialities for service. Even with capable teachers and adequate teaching aids, absence of competent administrative leadership creates confusion and negates much educational effort.

The staff of the school, under the leadership of the principal, should cooperatively arrive at an understanding of educational philosophy and should formulate a statement of purposes and objectives, giving special consideration to the needs of the community in which the school is located.

The school should furnish the community with information about the educational program and should seek continuously to enlist the cooperation and support of the lay citizens of the community in the formulation of policies.

SUPERVISION

Until all teachers in our schools are master teachers and until we have developed for all schools an ideal program of studies with ideal content and organization of curriculum offerings, there will be a need for supervision of instruction. Schools lose in terms of efficiency of personnel and of quality in the products of the school as the result of failure to provide supervisory help for teachers. The supervision of instruction in the secondary school is the responsi-

bility of the school administrator. Available resource personnel should be utilized when needed.

The supervision of instruction should be concerned with the development of the teacher into the most efficient person he is capable of becoming through inservice training and guidance so that the quality of instruction may be improved. The administrator should be appreciative, encouraging, and cooperative in order that the relationship between instruction and administration may not be strained. The program of instruction for the secondary schools should be planned through the cooperation of the school personnel, the community, and the state high school supervisor. A school program thus planned and supervised offers pupils greater opportunity to develop their potentialities.

GUIDANCE

Guidance is an important function of the modern high school. The range of activities in this area is so vast and the difficulties involved are so great that it is unreasonable to expect all teachers to be experts in the field. It is perhaps too much to expect every school, large or small, to have on its staff even one person who is intimately familiar with all the techniques and all the available literature. Nevertheless, the need for guidance is so great that the school cannot afford to ignore this responsibility.

Ideally, all teachers would be eminently proficient in guidance. Actually, all teachers do influence pupils—negatively or positively—from the standpoint of affecting pupil attitudes and pupil choices of directions they take in educational and vocational pursuits.

It is recommended that all teachers familiarize themselves as thoroughly as possible with techniques of analyzing pupil aptitudes and abilities and that they use all available resources in providing guidance services for pupils. It is further suggested that one person in every high school be delegated the responsibility for leadership in guidance. Such a person can be of great assistance to all school personnel, and, particularly in the small school, can serve pupils directly.

Where there are two or more schools in a system or where the individual school is sufficiently large, a guidance committee should be appointed to work with the school administration in planning, developing, and coordinating guidance activities within the system and within the school.

The fact that a school is small and does not offer a wide range of elective subjects is no reason for it to consider efforts at guidance to be useless. Within the range of the subject-matter content of courses offered and the extra-curricular activities of the school there is extensive opportunity for assisting pupils to discover their individual interests and abilities and to determine directions their efforts should take.

The local school administrator must assume the major responsibility for the success or failure of the guidance program. It is through his interest, support, and participation that the program will function well. He should consider competencies in appointing counselors. Technical training and professional improvement should be encouraged.

A functional guidance program should seek to provide the following services:

1. Knowledge and understanding of the individual and the recording of such data. This information may be provided through questionnaires, autobiographies, sociograms, anecdotal records, standardized tests, student problem inventories, interest inventories, home visits, health clinics, and other such devices and techniques.

2. Information services—occupational, educational, personal, and social. These services may be provided through the homerooms, career conferences, career days, college days, career clubs, libraries, assemblies, and extra-curricular activities.

3. Counseling at least twice each year for every pupil, and otherwise as often as may be needed and helpful.

4. Placement service including vocational and educational placement to graduates and all school leavers.

5. Follow-up service to all school leavers. This makes possible aids in job adjustment and provides survey material for evaluating the school program.

6. Services to the teaching and administrative personnel through information about pupils and help with individual student problems.

The State Board of Education has ruled that time devoted to guidance activities in any high school may be regarded as the equivalent of time devoted to class instruction, provided that the program of guidance has been approved by the state high school supervisor. It is possible that a guidance program may be expanded by the use of funds to be reimbursed from the Division of Vocational Education. Reimbursable funds would be available only if

(1) the vocational education guidance program at the state level has been adequately financed, including funds for the training of counselors, and (2) the local program meets the requirements embodied in the State Plan for Vocational Education. (Further information may be obtained from the supervisor of guidance services, State Department of Education.)

HEALTH

Health is a major objective of education and should be considered a vital factor in the environment, the services, and the teaching program in the school. In the environment, safety and comfort are essential to health. Other environmental factors which help to build good physical and mental health are beauty and pleasantness of surroundings and adequate health facilities. A daily schedule, planned to allow the proper balance of time for work, rest, and play, and good teacher-pupil relationships are also important in healthful school living.

In the area of health services, it is the responsibility of the school to cooperate with the home and with health agencies to provide adequate health services for pupils and to require high health standards of all school employees who come in contact with pupils. Health requirements for employees should include an annual physical examination and a chest x-ray. Health services for all pupils should include, as a minimum, at least one physical examination by a physician during the high school years. Annual dental examinations are recommended. For pupils taking part in strenuous exercises and sports, a physical examination should be provided prior to the beginning of the season for each sport or activity. Others, who are referred by teachers as needing possible medical care, should have additional examinations. The school should take some responsibility for follow-up after examinations are made to secure correction of remediable defects. For further health services for pupils, *The South Carolina School Health Record with Manual for Use of the Record* serves as a guide in selecting and planning services. This cumulative health record or another selected by the school should be kept for each pupil along with other school records. School health services should provide for care in case of accident or sudden illness at school. It is suggested that in every school, there should be two persons trained in first aid and designated for rendering first aid. A first-aid kit with standard equip-

ment should be readily accessible to those responsible for its use. Written policies should be set up in regard to emergency care.

The school lunch program contributes vitally to the health program, and, whenever possible, lunch should be provided for all pupils. The school lunch as well as the health services and the environment should provide a rich background for practical health teaching.

Health teaching also may be integrated with all other subjects but especially with physical education, science, home economics, and agriculture. Health may be taught as a separate subject, in addition to integration with other subjects, when it is possible to arrange the schedule to include the separate subject and when a teacher trained for health teaching can be secured. An acceptable plan is for two full half-year courses, taught five periods a week, one course in the ninth grade on personal hygiene and one course in the eleventh or twelfth grade on community responsibilities and resources in health. Included in health teaching may be the following: nutrition, personal hygiene, alcohol and narcotics education, sanitation, communicable disease control, family living, safety and driver education, first aid, and home nursing. Health should be taught in such a way as to encourage the forming of good health habits and to bring the pupil to accept some responsibility for his own health and for the health of the community.

THE PHYSICAL PLANT

The complexities of present-day public education, especially on the secondary level, require more than "Mark Hopkins on one end of a log and a student on the other."

The school plant, consisting of the site, building, equipment, and services, should meet the educational needs and safeguard the health and safety of its occupants. The building should be so designed as to allow flexibility of use, to aid the school to function in the light of its philosophy.

The application must show that the school is meeting satisfactorily the acceptable standards for a high school plant. A school that has inadequate housing facilities, unsanitary conditions, or questionable provisions for the safety of its pupils may thereby place its accreditation in jeopardy.

LENGTH OF SCHOOL TERM

All accredited high schools are required to operate for a term of thirty-six (36) five-day weeks or 180 days, exclusive of holidays, days spent by the staff on organizational planning and routine, and other days or part-days devoted to activities other than regular work.

LENGTH OF SCHOOL DAY

The length of the school day shall not be less than five clock hours (300 minutes), exclusive of recesses, lunch periods, assemblies, home-room activities, club meetings, and any other activities not regarded as regular class work.

Where the minimum period of forty-five (45) minutes is used, it would be necessary to schedule seven class periods. Two one-hour periods and four 45-minute periods would, of course, meet the standard. Six 50-minute periods or five 60-minute periods would be acceptable.

LENGTH OF CLASS PERIODS

The minimum length of a regular class period is forty-five minutes. The minimum length of science periods (biology, chemistry, and physics) is fifty minutes, unless additional periods are scheduled for laboratory work. The minimum length of class periods in vocational agriculture, vocational home economics, trades and industries, diversified occupations, and distributive education are prescribed by the State Board of Education. (See list of Approved Subjects and section on Vocational Subjects). Time required for a subject, as stipulated above, may include time required for exchange of classes between periods, provided the size of the school and the plan of the school plant do not demand an excessive amount of time for exchange of classes.

MINIMUM ENROLLMENT

Effective July 1, 1952, the standard requiring a minimum enrollment of 50 pupils has been abolished. Other factors having a bearing upon enrollment, however, are incorporated in the standards. Among these are a minimum number of teachers and a minimum program of subject offerings. The State Board of Education, on January 11, 1952, adopted the following policies with regard to the application of these standards to individual schools:

1. That present high schools with an enrollment less than a sufficient number to qualify for four full-time teachers in the upper four

grades in high school will be evaluated as quickly as possible and those whose continuance cannot be justified because of natural barriers, distance, or other peculiar circumstances will be dropped from the accredited list as soon as sufficient time has been given to make necessary consolidations and transitions.

2. That, in view of the fact that the minimum standards program as adopted by the Board requires a minimum of seven teachers to fully carry out the program, two of which might be special or vocational teachers paid through a source other than regular state aid, high schools having an enrollment sufficient to qualify for four teachers but not having a sufficient number to qualify for five, and meeting other standards, will be carefully reviewed and continued accreditation will be contingent upon distance from other existing high schools, natural barriers, and other peculiar circumstances which might convince the State Board of the need for their existence.

MINIMUM NUMBER OF TEACHERS

The minimum number of teachers required for fully carrying out a program in an accredited high school, for each classification, is indicated below:

three (3) year high school, six (6) teachers
four (4) year high school, seven (7) teachers
five (5) year high school, eight (8) teachers
six (6) year high school, nine (9) teachers

NOTE: Two of the above teachers may be off-the-enrollment teachers in vocational education or other special subjects.

A teacher-librarian employed in a high school operating with minimum staff may be assigned to library duty for at least as much time as the library is required to remain open under direct supervision of teacher-librarian, provided this does not jeopardize the instructional program and provided this arrangement is approved by the state high school supervisor. Otherwise, additional staff should be employed. (See Library Standards.)

Because of the nature of the high-school program, the pupil-teacher ratio of necessity may be less in the high school than in the elementary school. The assignment of a disproportionate number of teachers to the high school, however, may endanger the accreditation of the high school if such allocation of teachers discriminates against the elementary school to the point of jeopardizing its instructional program.

QUALIFICATIONS OF TEACHERS

A high school teacher is required to hold at least the bachelor's degree from an accredited college or university and must be certified to teach the subjects assigned to him. Because of the difficulty in arriving always at a balance between teacher time and qualifications, on the one hand, and the staff demands of the schedule on the other, under certain conditions a teacher may be granted a one-year permit to teach subjects outside his fields of specialization. When such a permit is granted, the approval of the high school supervisor is necessary for allowing pupils credit for work done under a teacher not certified to teach the particular subject taken by the pupils. Application for the permit is made to the director of the Division of Teacher Education and Certification.

TEACHER LOAD

In order that a school may benefit from the maximum efficiency or the teaching personnel, it is desirable that standards be set up whereby a limit is placed on the amount of teaching that can be assigned to a teacher. Obviously it is impossible to control the amount of effort teachers may make in accomplishing their tasks. Certain limitations, however, may be fixed.

A teacher in an accredited high school may not be permitted to teach more than six regular class periods per day, the recommended limit being five teaching periods. The maximum load from the standpoint of pupil-periods is 750 per week. In calculating pupil-periods, the number of pupils supervised in a study period should be divided by two. Homeroom periods and other extra-curricular activities should not be counted in calculating teacher-load. Such duties, however, may be, in the case of some teachers, so extensive and burdensome that the administrative head of the school would be justified in reducing the regular teaching load of such teachers.

PUPIL LOAD

The normal pupil load is considered to be the amount of work required of classes, the total of which carries four units of credit. A unit of credit is supposed to represent approximately one-fourth of a year's work.

It is recognized that there are some pupils who are capable of carrying a heavier load than the average or normal. A student who ranks in the upper twenty-five per cent of his class, from the stand-

point of ability and achievement, may be permitted to earn five units in one school year, provided the administrative head of the school and the parents of the student consider that such a plan will serve the best interests of the student.

A senior who needs more than four units to graduate may be allowed to carry four and one-half or five units, provided his schedule may be arranged in such a way that, by permitting him to carry a load heavier than normal, he may graduate at the end of the current school year.

In no case may a student, senior or otherwise, earn more than five units in one school year. One additional unit may be earned in summer school, however.

No credit may be allowed toward graduation for work done on a level below the ninth grade. A student, however, classified as an eighth grader, who is repeating a portion of the work required in the eighth grade but who has already completed one or more eighth grade subjects may be permitted to take one or two courses with a ninth grade class, provided he is considered qualified to do advanced work in such subjects. For such work he may be allowed high school credit. Not more than two such units may be allowed in any one school year. Moreover, it may be possible for an exceptionally bright student in the eighth grade to take a ninth grade subject for one unit of credit. Provisions of this section make it possible for certain pupils to graduate from high school in less than the normal time.

THE PROGRAM OF STUDIES

There are certain bodies of knowledge, skills and attitudes that are of universal value. The nature of society is such that persons who must live and work together must possess a wide range of common understandings and common purposes. Herein lies the major justification for universal education at public expense. It is necessary, therefore, that much thought and study be given to the selection and organization of subject-matter and activities that are to constitute the core or required portion of the curriculum.

In any case, the school must assume much responsibility for the kind and quality of education pupils receive, this responsibility being proportionately greater—at least as relates to the kind—as the school increases the number of required subjects. Certainly all subjects that are required of all pupils should be carefully analyzed

from the standpoint of the universal value of their content and treatment.

In addition to the required subjects, opportunity must be provided for the development of the special interests, abilities, and needs of individual pupils. The range of these interests, abilities, and needs among pupils is so great that some diversification in pupil programs seems necessary even in the smallest high schools.

Because of acts of the South Carolina Legislature, regulations and suggestions made by the State Board of Education, and because of the demands of the local community, the schools are expected to offer a wide range of subjects and to observe certain special days. To the extent that specific prescriptions are made by the Legislature or by the State Board, the local school has no choice. Usually, however, the local school is allowed to determine such matters as frequency of instruction, length of periods devoted to the subject, whether or not the prescribed instruction is offered as a separate subject or in connection with another subject, and other details.

Variation in the size of schools, the availability of personnel and other local conditions make it impossible to outline a uniform and complete program for all high schools. In setting up standards for accredited high schools, therefore, it is considered desirable that each school be permitted wide latitude in arranging to meet the needs of its particular community. There are, however, certain limiting regulations. Some of these regulations and some suggestions with regard to the program are given below.

Physical education should be provided for in separate classes that meet a minimum of two periods per week.

Any accredited high school may award one unit of credit for physical education under either of two plans, provided it has the approval of the high school supervisor for its facilities and equipment, program content, and teaching personnel.

1. Under the first plan, for which one-fourth unit of credit may be awarded, there must be a minimum of two 45-minute periods each week. These periods shall be devoted to such physical activities as are generally approved for physical education work.

2. Under the second plan, for which one-half unit of credit may be allowed toward graduation, three 45-minute periods must be devoted to the work, two periods in physical activities of approved nature and one period in classroom instruction in health.

Application for the approval of the high school supervisor must be made in writing and such application must be accompanied by a description of facilities and equipment available, the program content proposed, and qualifications of the teaching staff.

No student shall be permitted to participate in both programs simultaneously in any school which may be promoting both plans.

No student shall be awarded more than one unit of credit, of the sixteen required for graduation, for physical education under any circumstance.

(The above time allotment requirements should be considered as the minimum and by no means the ideal. It is the belief of the Committee on Standards that every student should have a full period of physical activity daily and all schools are urged to strive toward this ideal.)

A school that desires to offer a program of health, safety and driver education, with more than two class meetings per week, may be allowed to grant credit to pupils provided the program is specifically approved by the state high school supervisor. A course in safety and driver education without a treatment of health education may be worked out under the same conditions.

Alcohol education may be offered as a part of a regular science or social studies course or as a phase of the work of homerooms.

The observance of special days required by law should be provided for through assembly programs or homeroom exercises. In some cases club programs may be utilized advantageously.

The material that follows has been arranged to show how a local school may use the approved list of General Subject Offerings and the Suggested Program of Studies to afford all boys and girls the opportunity of participating in a wide and rich variety of experiences.

General Subject Offerings

English	4 years
Foreign Languages	2 years
Mathematics	4 years
Social Studies	3 years
Natural Science	3 years
¹ Home Economics (non-vocational)	2 years
¹ General Shop (non-vocational)	1 year
Vocational Subjects:	
Boys: Commerce, Agriculture, Shop, D. O., D. E., T. & I.	3 years
Girls: Commerce, Home Economics, D. O., D. E.	2 years
² Art	1 year
² Music	1 year
² Physical Education	2 years

Below is given a comprehensive program of studies embracing all of the approved subjects with the exception of certain subjects which can be woven into the program without separate scheduling. This suggested program of studies, together with the Table of Approved Subjects (See page 34) indicating specific subject titles, grade placement, sequence and unit values, should enable the local school to work out its own program, including the selection of required subjects in the areas of mathematics, social studies, and natural science. Alternation in some subjects on the 11th and 12th grade level may be permitted with the approval of the state high school supervisor.

¹ May be substituted in lieu of Vocational.

² May be offered any number of periods per week without credit. For credit values see Table of Approved Subjects.

Suggested General Program of Studies for South Carolina High Schools ¹

<i>Seventh Grade</i>	<i>Eighth Grade</i>	<i>Ninth Grade</i>	<i>Tenth Grade</i>	<i>Eleventh Grade</i>	<i>Twelfth Grade</i>
Language Arts	Language Arts	English	English	English	English (Standard)
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	or
Social Studies	Social Studies	Social Studies	Social Studies	U. S. History	Business English
Science ²	Science ²	General Science	Biology	Chemistry	Mathematics
Art ³	Art ³	Latin	Latin	Foreign Language	Social Studies
Music ³	Music ³	Business Training	Commerce	Commerce	Physics
Practical Arts ²	Practical Arts ²	Practical Arts	Shop (Vocational)	Shop (Vocational)	Foreign Language
(General Shop or	(General Shop or	General Shop	Agriculture (Voc.)	Agriculture (Voc.)	Commerce
Homemaking)	Agriculture or	General Agriculture	Home Economics	Home Economics	Shop (Vocational)
Health and Physical	Homemaking)	Art ³	Art ³	Typing (Personal)	Agriculture (Voc.)
Education ²	Health and Physical	Music ³	Music ³	Art ³	Home Living
	Education ²	Health and Physical	Health and Physical	Music ³	Journalism
		Education ³	Education ³	Health and Physical	Speech
				Education ³	Typing (Personal)
					Art ³
					Music ³
					Health and Physical
					Education ³

¹ For specific courses, sequences, credit value (if any) and time requirements, see Table of Approved Subjects.

² May be offered fewer than five periods per week and may be scheduled on a semester basis.

³ May be offered any number of periods without credit. For credit value, see Table of Approved Subjects.

VOCATIONAL SUBJECTS

Vocational Agriculture (with Federal and State Vocational Aid)

Vocational agriculture of less than college grade is offered in the schools of South Carolina through a joint plan of cooperation between the Federal Government, the State and local public schools. The State is required, under terms of the Federal Vocational Educational Act, to submit a plan describing the program of instruction that will be offered. The plan, when approved by the Commissioner of Education and the State Board for Vocational Education, becomes a contract between the State and the Federal Government. A program in vocational agriculture in all cases must conform to the standards set up in the state plan. The plan makes it mandatory that instruction be designed to meet the needs of persons over fourteen years of age who are preparing for farming, or who are engaged in farming, and further requires that provisions be made for at least six months of supervised practice in agriculture each year.

A school to qualify for a full time agricultural program must provide a minimum of two all-day classes each being 90 minutes in length, or three all-day classes each being 60 minutes in length and, in addition, provide Young Farmer and adult instruction. The course in vocational agriculture may be three years in length and preferably should be offered in the 10th, 11th, and 12th grades. It is required that a full-time vocational agriculture teacher paid from state and federal funds devote his entire time to the program in vocational agriculture within the school and community.

The South Carolina state plan requires a school offering vocational agriculture to provide instruction for four recognized groups: students in all-day classes, in day-unit classes, Young Farmer classes, and adult farmers.

All-Day Classes

The South Carolina plan provides for any suitable time schedule that guarantees either 450 minutes of all-day instruction per class each week, or 300 minutes of all-day instruction per class each week plus 72 clock hours of Young Farmer and adult instruction per year. A plan calling for 90-minute periods five days per week generally proves most satisfactory. A school may give one and one-half units of credit for each of the first two years, and one credit for the third year.

Day-Unit Classes

Although day-unit classes are permitted, such classes are not recommended and are approved only when teachers are employed on a part-time basis and then only when the daily schedule does not permit classes to be of such length as to meet the requirements of all-day classes. It is required that a day-unit class meet 90 minutes per class period per week throughout the regular school year.

Agriculture (Without Federal or State Vocational Aid)

When agriculture is offered in the absence of or without federal or state vocational aid as a non-vocational subject, the conditions under which the program is to be carried out are determined by the State Board of Education.

When there is a need for instruction in agriculture of a specialized nature (home gardening, landscaping, home beautification, agricultural economics, etc.), classes may be organized and conducted for both boys and girls without restrictions as to age or extensive home projects. When such programs are conducted, one unit of credit may be allowed for a minimum of five 50-minute periods per week for thirty-six weeks. Such a program should be planned in cooperation with the state supervisor of agricultural education and the state high school supervisor.

Home Economics (With Vocational Aid)

Home economics is planned for high school pupils fourteen years and above and for adults and out-of-school youth. The basic goal of homemaking education is to help the individual to reach a useful and satisfying personal, family, and community life. Home economics is offered in the high school as follows:

Home Economics I—9th Grade—90 minutes daily or 7½ hours per week, 1-1½ units credit.

Home Economics II—10th Grade—90 minutes daily or 7½ hours per week, 1-1½ units credit.

Home Economics III—11th Grade—60 minutes daily or 5 hours per week, 1 unit credit.

Home Living IV—12th Grade—for girls, or girls and boys—5 hours per week, 1 unit credit (No prerequisite required.)

Credit as determined by the State Board of Education for home economics depends upon the time, schedule of classes, and the

completion of home projects. Schools may offer 1½ units of credit provided:

- (1) Amount of time scheduled is 7½ hours per week.
- (2) Students carry out satisfactory home projects which are planned and adequately supervised in the homes by the teacher.

Home Economics (Without Federal Aid)

When general home economics is offered as a non-vocational subject, the conditions under which the program is to be carried are determined by the State Board of Education. The age and grade placement of the subject may be determined by the local school authorities on the basis of local conditions and needs. Such a program should be planned in cooperation with the state supervisor of home economics and the state high school supervisor.

When such programs are organized one regular unit of credit may be allowed for five 50-minute periods per week for thirty-six weeks. This program, a part of the general education program of the school, should deal with those phases of home economics considered of universal value to girls, as well as those phases of family and social life that concern boys and girls.

Trade and Industrial Education

Trade and industrial subjects are designed to prepare the student for advantageous entry into a specific occupation. These subjects differ from industrial arts subjects which are designed as exploratory and general education courses and properly precede vocational courses.

Trade Courses

Courses offered for specific vocational preparation are scheduled for three consecutive clock hours of five days per week for thirty-six weeks per year. The student receives two units of credit for each year of training. Students may schedule courses in one field for a maximum of three years; but, to receive more than the regularly allowed four units of credit, approval for the third year should be secured from the supervisor of trades and industries and the state high school supervisor. To be eligible for entry into the class the student must be at least 14 years of age; however, it is recommended that enrollment be limited to students in the last three years of high school. Schools operating a "Type A" trade program will schedule an additional period each day for related and tech-

nical subjects. The students taking this additional period of related and technical instruction will receive an additional unit of credit from these areas, provided the standards for credit values are met. The "Type B" program differs from the "Type A" program only in that in the "Type B" program the related and technical subject matter is given during the three hours by the shop teacher and incidental to the practical work as needed by the student and is not separately scheduled. Courses are currently being offered in carpentry, auto mechanics, bricklaying, textiles, electricity, machine shop, cosmetology, tailoring, and numerous other trades.

Diversified Occupations

The objective of this type training is to provide vocational training, through the cooperation of the school and industrial and business establishments, for groups of youths 16 years of age and over whose individual employment may differ and whose cooperative agreements, in writing, provide for legal employment, systematic training on the job, and supplementary instruction in the school.

Qualified coordinators, employed by the school, conduct the supplementary instruction on the basis of individual need and in sequence with the training. Students must spend at least 18 hours in employment each week and the time at work must equal or exceed the time devoted to school instruction.

Students meeting for one period each day for related instruction and working on a cooperative agreement as outlined above will receive one and one-half units of credit each year. It is recommended that enrollment be limited to those in the last two years of high school. The course is generally offered as a two-year course.

Distributive Education

Distributive education is a phase of vocational education for giving training to people employed in distributive occupations, such as retailing, wholesaling, and service occupations.

Distributive occupations do not include clerical occupations, such as stenography, bookkeeping, office clerical work, and the like; nor do they include trade and industrial work followed by those engaged in manufacturing, trucking, railroad, or other transportation activities.

Retailing today is a scientific operation requiring specialized ability, knowledge, and skills. Through the distributive education program an attempt is being made to find and train young people who

choose a career in retailing or an allied field. The cooperative part-time program, which provides work-experience along with related training in the school, has been particularly successful in many places in turning out graduates who are making good retail workers, with promotional possibilities, and good citizens.

Distributive education, a two-year program, is offered to eleventh and twelfth grade students, although it may also include tenth grade students if they meet the minimum age requirements.

To be enrolled in a cooperative distributive education part-time program, the students must meet the following qualifications.

1. The minimum age for enrollment is sixteen.
2. The students must be employed part-time in a distributive occupation. Time in employment must equal time spent in school, and must be at least fifteen (15) hours per week.
3. The student must have personal and occupational characteristics required for the type of work which the instruction supplements.
4. He must be able to profit by the instruction.

The course is based on the problems involved in carrying on the jobs in which the students are employed, and includes such units as applying for a job, salesmanship, store English, store arithmetic, advertising, display, store organization, and professional improvement.

Students taking the course should receive one and one-half units of credit per year.

SUBJECT—CLASS ENROLLMENT

No class in a beginning subject may be permitted with an enrollment of less than ten (10) pupils, and no subject requiring of students enrolled a prerequisite of a year's work in that subject may be offered unless five or more students are enrolled. In certain cases, students who desire subjects not offered because of insufficient enrollment may be allowed credit for such subjects studied under direct supervision of a member of the teaching staff, provided the plan is recommended by the principal and the individual case is specifically approved by the state high school supervisor. Credit earned in this manner must be included in determining the maximum pupil load. (It is suggested that when enrollment in the second year of a subject drops below the minimum, careful consideration be given to eliminating the first year of the subject.)

REQUIRED SUBJECTS

In order to guarantee in a measure that common needs of high school pupils may be satisfied, it seems necessary that a portion of work offered be required of all pupils. Because of possible differences in needs of different communities and because of variations in size and facilities among the high schools, the State Board of Education limits to a minimum its specifications of subjects to be required of all pupils. The local school may require other subjects, selected from the list of subjects approved by the State Board.

The small high school is too limited in its resources to offer a wide range of electives and must, therefore, require that all pupils take practically all subjects offered. Any subject required of all pupils should be one in which the content is considered of universal value to our citizens and it should be so taught that all pupils may profit from taking it. Based on these guides, no subject that is considered specialized or vocational should be required.

ELECTIVE SUBJECTS

The State Board of Education has approved a list of subjects that may be taught in the high schools of South Carolina. This list, incorporating both required and elective subjects, appears on page 34. It indicates the number of courses in each subject field, the minimum amount of time to be devoted to each subject and the maximum amount of credit (if any) that may be allowed.

It is to be expected that any list of subject offerings will be modified from time to time. Changes should be made where research and experimentation indicate a need for such changes. (See Experimentation.) The Committee on Standards welcomes suggestions as to making changes in the list. The Committee makes its recommendations to the State Board. Should a school desire to offer a subject not on the approved list, a request for approval should be submitted to the Committee on Standards through the state high school supervisor.

APPROVED SUBJECTS

SUBJECTS	Course Number (a)	Grade Level	Periods per Wk.	Minimum Minutes Per Wk.	No. Weeks	Maximum Unit Value Per Year
ENGLISH						
English	I, II, III, IV	9, 10, 11, 12	5	225	36	1
Business English	I	12	5	225	36	1
Journalism	I	12	3-5	135-225	18-36	$\frac{1}{2}$ -1
Speech	I	11, 12	3-5	135-225	18-36	$\frac{1}{2}$ -1
MATHEMATICS						
Algebra	I, II	9, 10, 11, 12	5	225	36	1
Algebra, Advanced	I	12	5	225	18	$\frac{1}{2}$
Business Mathematics	I	9 or 12	5	225	36	1
General Mathematics	I	9	5	225	36	1
Plane Geometry	I	10, 11	5	225	36	1
Solid Geometry	I	12	5	225	18	$\frac{1}{2}$
Trigonometry	I	12	5	225	18	$\frac{1}{2}$
SOCIAL STUDIES						
Aeronautics	I	11, 12	5	225	36	1
Citizenship, Civics, Government	I	9, 10	5	225	36	1
Economics (Consumer)	I	12	5	225	36	1
Economics (General)	I	12	5	225	36	1
Citizenship (12th grade level)	I	12	5	225	36	1
Psychology	I	12	5	225	36	1
World Geography	I	9, 10	5	225	36	1
World History	I	10, 11	5	225	36	1
United States History	I	11	5	225	36	1
NATURAL SCIENCES						
Biology	I	10	5	250	36	1
Chemistry	I	11	5	250	36	1
General Science	I	9	5	250	36	1
Physics	I	12	5	250	36	1
FOREIGN LANGUAGES						
Latin	I, II, III	9, 10, 11, 12	5	225	36	1
French	I, II	11, 12	5	225	36	1
Spanish	I, II	11, 12	5	225	36	1
COMMERCE						
Bookkeeping	I, II	11, 12	5	225	36	1
Commercial Law	I	12	5	225	18-36	$\frac{1}{2}$ -1
General Business Training	I, II	9, 10	5	225	36	1
Office Practice	I	11, 12	5	225	18	$\frac{1}{2}$
Salesmanship	I	11, 12	5	225	18	$\frac{1}{2}$
Shorthand	I, II	11, 12	5	225	36	1
Typing	I, II	10, 11, 12	5	225	36	1
VOCATIONAL (b)						
Agriculture	I, II, III	9, 10, 11, 12	5-10	300-450	36	1-1 $\frac{1}{2}$
Industrial Arts (General shop, metal, wood, printing, electric, auto mechanics, etc.)	I, II, III, IV	9, 10, 11, 12	5	250-300	36	1
Mechanical Drawing	I, II	9, 10, 11, 12	5	250-300	36	1
Distributive Education	I, II	11, 12	5-10	225-600	36	1-1 $\frac{1}{2}$
Diversified Occupations	I, II	11, 12	5-10	225-600	36	1-1 $\frac{1}{2}$
Home Economics	I, II, III	9, 10, 11, 12	5-10	300-450	36	1-1 $\frac{1}{2}$
Vocational Trades and Industries	I, II, III	10, 11, 12	5-10	900	36	2
Typing, Personal	I	11, 12	3-5	135-225	18-36	$\frac{1}{2}$
Health, Safety, Driver Education	I	9, 10, 11	3-5	135-225	18-36	$\frac{1}{2}$ -1
Art	I, II, III, IV	9, 10, 11, 12	3-5	135-225	36	$\frac{1}{2}$ -1
Band	I, II, III, IV	9, 10, 11, 12	3-5	135-225	36	$\frac{1}{2}$
Chorus	I, II, III, IV	9, 10, 11, 12	3-5	135-225	36	$\frac{1}{2}$
Music Appreciation	I	9, 10, 11, 12	3-5	135-225	36	$\frac{1}{2}$
Orchestra	I, II, III, IV	9, 10, 11, 12	3-5	135-225	36	$\frac{1}{2}$
Physical Education (c)	I, II, III, IV	9, 10, 11, 12	2-5	90-135	36	$\frac{1}{4}$ - $\frac{1}{2}$

NOTES:

- The Roman numerals in the second column indicate the number of courses in the subject that may be offered for credit.
- No student may earn more than four units in agriculture, home economics, industrial arts or trades and industries.
- Physical education should be required in grades 9, 10, 11 and 12. Credit allowed only when program is specially approved. (See page 24.)

REQUIREMENTS FOR GRADUATION

State High School Diploma

1. In order to receive a state high school diploma a pupil must earn sixteen units of credit, distributed as follows:

English	3 units
U. S. History	1 unit
Other Social Sciences	1 unit
Mathematics	1 unit
Natural Science	1 unit
Second Major	3 units *
Minor	2 units *
Electives	4 units

NOTE: Prior to the school year 1953-54 the specific requirements for graduation remain unchanged; namely, three units in English and one unit in United States History. It is recommended that in schools where the program permits it, diplomas for 1952-53 be awarded on the basis of the new requirements.

2. A three-year senior high school, if it elects to do so, may graduate pupils on the basis of 12 units earned in senior high school, plus four units automatically allowed for completion of the work of the local 3-year junior high school provided the junior high school program is approved by the state high school supervisor. (The four units allowed for junior high school work may be allowed on English, mathematics, social studies and science, unless for one or more of these the junior high school substituted work in other fields.)

3. As provided by the Code of Laws of South Carolina, all high school students, in order to qualify for a state high school diploma, must complete a study of and pass satisfactorily an examination upon the provisions and principles of the United States Constitution and of American institutions and ideals. This instruction shall be given for a period of at least one year. Also, every student must satisfy the examining power of his loyalty thereto.

4. All schools of this State, grammar and high schools, which receive any state aid whatsoever, are required to teach the nature of alcoholic drinks and narcotics and to give special instruction as to their effect upon the human system. The State Board of Education shall provide for the enforcement of this provision. (For full treatment of this provision see Code of Laws of South Carolina.)

5. Courses in physical education, training, and instruction shall be established and provided in all public schools of this State for

* Units required in major and minor groups may include credit earned on subjects specifically required. Major, minor, and elective subjects are to be selected from the list of minimum subject offerings. (See Suggested Program of Studies for South Carolina High Schools.)

pupils of both sexes. Every pupil shall take part in this program so far as he or she is physically and mentally able to do so. Modified courses shall be provided for students mentally or physically unfit to take regularly prescribed courses for normal pupils. (Code of Laws of South Carolina.)

6. It is recommended that a pupil, to be eligible for a state high school diploma, be required to attend the school issuing the diploma at least the semester immediately preceding his graduation.

7. Pupils who complete the work of the ninth and tenth grades in a non-accredited high school and who attend an accredited high school for work in the eleventh and twelfth grades may be allowed credit for work done in the ninth and tenth grades provided the principal and teachers of the school last attended consider this work of sufficient quality to justify permitting these pupils to do advanced work.

8. Regulations governing veterans (See Special Credit for Military and Veteran Personnel).

9. No college credit may be substituted for high school credit.

10. Graduates of a new high school will be eligible for state high school diplomas when a supervisor from the State Department of Education has examined the records of each pupil for whom a diploma is requested before diplomas are issued to a school for the first time and provided they meet other requirements.

11. Courses in trades, general mathematics, and mechanical drawing offered by the South Carolina Trade Schools may carry regular high school credit. An individual student is limited to four units on trades, one unit on general mathematics, and one unit on mechanical drawing and blue print reading. For each unit allowed for trades and mechanical drawing, the minimum time spent on the work of the course is 360 hours. For general mathematics the minimum time for one unit is 180 hours. Teachers must hold certificates in their respective fields.

LIBRARY STANDARDS

Books and Periodicals

1. *Books*

Each accredited high school must have five library books per pupil exclusive of government documents and textbooks. No accredited school may have fewer than 500 books. Books are to be selected from the list prepared by the Library Com-

mittee of the State Department of Education or some other lists approved by the State Department of Education, such as the H. W. Wilson *Standard Catalog for High School Libraries* and *Children's Catalog*, the American Library Association *Basic Book Collections for High Schools*, and lists prepared by the U. S. Office of Education.

The following may serve as a suggestion for building up materials in the various fields:

	<i>Per Cent</i>
General Reference	6-10
Social Science	12-16
Science	8-10
Useful Arts (Applied Science)	8-10
Fine Arts	4- 8
Literature	8-15
Geography and Travel }	15-25
History and Biography }	
Fiction	15-25

It is important that all libraries have an information and picture file. Whereas these standards concern books and periodicals, school libraries should make available audio-visual materials which meet the needs of the individual school. These materials include not only films but film strips, slides, maps, globes, etc.

2. *Periodicals and Newspapers*

- a. For schools having enrollments of 200 or fewer pupils—one daily newspaper and from 5 to 15 periodicals suitable for pupils' use.
- b. For schools having enrollments of more than 200 pupils—two newspapers and one periodical for each 20 pupils up to a maximum of 50 periodicals suitable for pupils' use.
- c. For all schools—a subscription to the *Readers' Guide to Periodical Literature* or to the *Abridged Readers' Guide to Periodical Literature*.

Appropriation

Each accredited high school shall appropriate and spend annually for books, periodicals, and supplies exclusive of salaries a sum of money based on the schedule listed below:

1. Enrollment of 200 or fewer pupils—an annual appropriation of \$1.50 per pupil.

2. Enrollment of 201 to 400 pupils—an annual appropriation of at least \$300 plus \$1.25 per pupil above 200 pupils.
3. Enrollment of 401 to 1,000 pupils—an annual appropriation of \$550 plus \$1.00 per pupil above 400 pupils.
4. Enrollment of more than 1,000 pupils—an annual appropriation of \$1,150 plus \$.75 per pupil above 1,000 pupils.

Librarian

1. For schools having enrollments of 100 or fewer pupils—teacher-librarian with at least 12 semester hours in library science in an approved library school devoting not less than two class periods per day to library service.
2. Enrollment of 101 to 200 pupils—teacher-librarian with at least 12 semester hours of library science in an approved library school devoting not fewer than three class periods per day to library service.
3. Enrollment of 201 to 400 pupils—teacher-librarian with at least 18 semester hours of library science in an approved library school devoting not fewer than four class periods per day to library service.
4. Enrollment of 400 or more pupils—full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours of library science in an approved library school.
5. Schools employing teacher-librarians must keep the library open all day under supervision, using student help or teachers. The teacher-librarian should be responsible for training all library assistants.
6. It is recommended that when the high school and elementary school are in the same building or at the same location, a library be set up to serve both groups. The total number of pupils in the high school and the elementary school will determine the placement on the standards sheet.
7. It is recommended that the librarian be employed and paid for at least an additional month beyond the school term.

Organization

All school libraries shall keep an accurate accession record, shall have a shelf list, a card catalog, and an adequate loan system.

Course in Use of Library

In each accredited high school a minimum of ten lessons in the use of the library shall be given. It is recommended that these be integrated with the classroom work and that they be the joint responsibility of the librarian and the teacher.

Housing and Equipment

Libraries may be housed in either library-study hall rooms or in special library rooms equipped with tables, chairs, shelves, loan desk, magazine shelves, bulletin board, catalog case, vertical files, and other essential office furniture. The room should be large enough to accommodate one-tenth of the high school enrollment, allowing 25 square feet of floor area per person. A workroom with running water is essential. It is recommended that in future buildings the reading room be large enough to seat the largest class plus 20 in schools with an enrollment of less than 300 pupils and 15% of the enrollment in schools with an enrollment of 301 or more. It is further recommended that provision be made for a conference room.

Function

For purposes of accreditation of schools, the functioning of the library shall be given equal weight with the quantitative standards set up in the preceding sections of these library standards.

EXPERIMENTATION

In an earlier section of this bulletin, reference was made to the desirability of continuous study of high school standards and modifications of standards in the light of the results of study. We cannot assume that present best judgment with regard to specific rules and regulations will continue to be our best judgment. The appropriate education of youth for participation in an on-going, ever-evolving order indicates a need for continuous search for better ways of achieving our purposes.

Since standards seek to establish a framework for the high school programs, they establish certain limitations. It is possible therefore, that fixed and immutable standards may restrict the development of improved techniques, procedures and policies. Promising practices may not be employed because of limitations which certain standards may impose, thus prohibiting discoveries that might serve as bases for improving the standards.

Provision should be made for scientific experimentation. This cannot be done, however, merely by abrogating all standards that might possibly restrict a school program. Rather, experimentation should be permitted under controlled conditions that safeguard the welfare of pupils and also provide for evaluation of the results.

The administrative head of an accredited high school may be permitted to conduct an experimental program that may require violation of certain standards, provided the following conditions are met:

1. The purposes, the outline of the general procedures, and the plan of evaluation must be submitted in writing to the state high school supervisor, prior to the initiation of the program.
2. Certain standards (such as those relating to the minimum number of teachers required, the length of the school year, and others) may not be violated.
3. Written approval of the high school supervisor and the director of the Division of Instruction must be procured before beginning the program.
4. A final description of the experiment—including purposes, procedures, and results—must be filed with the high school supervisor at the end of the period during which the experiment is conducted.

INSTRUCTIONAL MATERIALS

Instruction in the high school involves the use of a wide variety of materials other than textbooks, workbooks, and the like. The purpose of instructional materials is to meet the needs of the learner. It is, therefore, important that teachers and administrators be continually interested in and willing to study the best uses of materials of instruction. There must be a constant evaluation of materials.

Each room should be equipped with chalkboards, chalk, erasers, bulletin boards, and a standard high school dictionary.

There should be available to the teachers in high school multi-sensory material and equipment such as:

Slide Projector	Television
Film Strip Projector	Record Player
Motion Picture Projector	Motion Picture Films
Opaque Projector	Film Strips
Radio	Slides

Sound Recordings
Sound Recorder Machines
Flat Pictures
Maps

Globes
Charts
Models and Objects

EXTRA-CURRICULAR ACTIVITIES

The term extra-curricular activity is today widely recognized as referring to a significant part of the whole program or "curricula" of a high school. As such, it embraces all the athletic programs, the clubs, and social activities of a high school. To see that these activities are harmoniously worked into their proper place and receive rightful recognition, the following guiding principles are suggested:

1. Each activity should clearly contribute to one or more of the objectives of secondary education.
2. The principal should have general control over the extra-curricular program.
3. The school should limit the number of organizations to which any one student may belong.
4. All funds collected and disbursed in or at school should be channeled through the financial officer of the school.
5. No activity should be excessively expensive to any student, and his membership should be voluntary.
6. The school should guarantee democracy in admitting pupils to club membership, as well as participation in club activities.
7. Extra-curricular activities should provide many excellent assembly programs.

PUPIL ACCOUNTING

Every high school is expected to keep an accurate cumulative record of the attendance and achievements of each pupil attending the high school. In addition to scholarship and attendance records, there should be entered on pupil record cards or sheets such information as general health status, personality traits, work habits, participation in extra-curricular activities, special aptitudes and abilities, work experience and vocational preferences. There should be a separate cumulative record sheet or sheets for each pupil. The records should be in such form as to facilitate the preparation of transcripts and the analysis of pupil achievement for guidance purposes.

Permanent records should be filed alphabetically in fire-proof filing cabinets that can be locked. One copy of each permanent record should be kept in such a file in the office at all times, in order to provide security against possible destruction. Copies of certain information may be made for use by school personnel in connection with guidance service.

The State Board of Education has approved for South Carolina high schools a cumulative record form prepared by a committee appointed by the Board. These forms may be secured from The R. L. Bryan Company, Columbia, South Carolina. A school wishing to use a similar student record form instead of the state-suggested form may do so provided the form selected contains essentially the same information, or it may adopt a more extensive record form.

The pupil accounting system should include the mechanics for periodically informing the parents of the pupil's progress. The type of report issued to the parent will, to a considerable degree, reflect the philosophy of the school. The school should adopt a method of reporting which is understood by pupil, teacher, and parent, and which is comprehensive enough to convey the teacher's appraisal of pupil achievement.

FINANCIAL RECORDS

The office of the principal of the high school should keep accurate records on all funds received and disbursed by the school or its subdivision. All funds collected by athletic groups, clubs, homerooms, music groups, subject classes, student council, honor societies, art groups, and all other groups and agencies of the school, should be deposited with some person officially designated as the school treasurer. This treasurer should be bonded. All funds should be disbursed by the treasurer, on authority of the respective groups or agencies. Books of the treasurer should be audited annually.

The plan described above does not prohibit the training of pupils in handling and accounting for funds, since each group or agency can follow accepted practices in accounting.

OTHER OFFICE RECORDS

In addition to records on pupils and finances, certain other records are essential to the efficient administration of a school. The number and type of records will, in a large measure, be determined

by the size of the school, the program offered, and the special needs of the local situation. Certainly the following should be in each administrator's office:

1. Attendance records—should show complete data on enrollment and attendance.
2. Teacher records—should contain essential data.
3. Equipment records—should show location, kind, and amount of equipment, including textbooks.
4. School activities record—should show up-to-date calendar of all school activities.
5. Lunchroom records—should show menus, number of lunches sold, health cards of employees, and a complete financial record.

TRANSFER OF STUDENTS

A pupil is entitled to attend school in the district in which his parent or guardian resides so long as his conduct is satisfactory. A pupil who resides in one district, however, may attend school in another school district provided the following conditions are met:

First, the trustees of the district in which the pupil lives must grant a transfer to the trustees of the receiving district.

Second, the trustees of the receiving district must consent to the transfer.

Third, the pupil transferred may be required to pay as tuition an amount not exceeding that part of the per pupil expenditure (exclusive of capital outlay and debt service) paid from special school levy.

Provision is further made that when the trustees of either district unreasonably or capriciously withhold their consent to the transfer, the County Board of Education may order the transfer to be made.

In counties which operate under the county unit plan of organization, the County Board of Education will have the authority to establish attendance areas and to set up regulations governing transfer from one attendance area to another.

Units earned by a student in an accredited high school of this State or in a school of another state which is accredited under the regulations of the board of education of that state will be accepted under the same conditions and for the same value which would apply to students in the school to which he transferred.

If a pupil transfers from a school which is not accredited by a state board of education, he may be given tests to evaluate prior academic work or he may be given a tentative assignment in classes for a probationary period. In some cases a combination of these two procedures may be employed. In certain cases it may be necessary to accept equivalencies in lieu of specific requirements.

Students in good standing transferring from one school to another should have their transcripts forwarded within ten days.

SUMMER SCHOOLS

Work done in summer schools shall equal in quality and quantity that of the regular school term. The qualifications of the teachers, the equipment, and the standards enforced shall be the same as in the regular school term. All summer school work shall be organized by, and under the direction of, the principal.

Classes shall meet in the school building. A definite schedule shall be followed.

"The amount of credit pupils may earn in summer schools shall not exceed that earned in corresponding periods during the regular school year."¹

Not more than one and one-half units of work shall be earned during one summer. No pupil shall be allowed to earn more than four new units in summer terms.

SPECIAL CREDIT FOR MILITARY PERSONNEL AND VETERANS

The State Department of Education has authorized high schools to grant not more than four units of credit, based on the American Council on Education's table of credit values, for courses taken through the United States Armed Forces Institute since July 1, 1948. Basic or recruit training taken since the above date may be accepted in lieu of required courses in hygiene and physical education but no units of credit may be granted.

For work done in the following branches of the Armed Forces *before July 1, 1948*, a maximum of four units of credit toward a state high school diploma may be granted: United States Armed Forces Institute Courses; United States Armed Forces Institute subject examinations; high school courses offered through USAFI by cooperating colleges and universities; Marine Corps Institute

¹ See Standards of the Southern Association of Colleges and Secondary Schools, 1951.

courses; Coast Guard Institute courses. Two additional units of credit may be granted for basic or recruit training.

The State Department of Education recognizes the high school level Tests of General Educational Development for service personnel and veterans and will issue a state high school certificate of equivalency subject to the following conditions:

1. Applicant must be either a resident of the state, or a resident temporarily residing outside the state, or have taken the GED Test while stationed in South Carolina.
2. Must be nineteen years of age or older.
3. Applicant must attain an average standard score of 45 or above for the five tests.
4. A \$1.00 fee is required.
5. Application should be made to the State Department of Education. Upon receipt of official GED Test report by the State Department of Education, an application form is sent to the applicant.
6. No previous high school enrollment required.

THE HIGH SCHOOL CERTIFICATE

The State Department of Education awards a state high school certificate on the basis of a special certificate examination. A candidate for this certificate must be a resident of South Carolina, must be nineteen (19) years of age or over and not regularly enrolled in high school. For information regarding time, place, and other details of the examination, write to Professor W. C. McCall, Personnel Bureau, University of South Carolina, Columbia, South Carolina. A fee of \$5.00 is charged to cover costs of the testing service and the certificate.

Since January 1, 1949, the practice of allowing credit toward a state high school diploma for the state high school certificate examination has been discontinued.

The South Carolina high school certificate may also be awarded on the basis of official reports direct from approved state controlled examining centers in other states, provided that the examination battery used is comparable to the test battery in use in South Carolina, and provided the scores attained meet the South Carolina requirements.

CORRESPONDENCE COURSES

Where limitations of curricular offerings in the local school deny a pupil a course he particularly needs, it may be possible to arrange for him to take such a course by correspondence through the Extension Division of the University of South Carolina. Credit may be allowed for extension courses only when approved specifically by the local superintendent or principal and by the state high school supervisor. Credit earned by a pupil on an extension course must be included in calculating the maximum load that a pupil is permitted to carry. No pupil may be permitted to apply more than two extension course units to the sixteen units required for graduation except on the specific approval of the state high school supervisor. Extension courses should be taken only under the supervision of teachers in the local school. A list of extension courses offered by the University on the high school level may be had from Mr. W. H. Ward, Director of the Extension Division, University of South Carolina, Columbia, South Carolina.

STANDARDS FOR ACCREDITED JUNIOR HIGH SCHOOLS

The seventh and eighth grade programs of some elementary schools apply the generally accepted principles of junior high school education, whereas the programs of some so-called "junior high schools" are far below what should be expected of them. The State Board of Education considers the purposes of the junior high school to be:

- I. Provide a suitable environment for children of approximately twelve to sixteen years of age, such as:
 1. An enlarged experience background
 - a. Enriched curricula and courses of study
 - b. Improved facilities, as laboratories, shops, libraries, assembly hall, gymnasiums
 - c. Superior teachers, including a larger percentage of men
 - d. A separate and distinctive school atmosphere
 2. Adequate provision for individual differences, such as:
 - a. Opportunities for gradual choice of electives
 - b. Flexibility in methods of promotion
 - c. Provision for varying rates of progress
 - d. Guidance and/or vocational training for pupils who must drop out of school early

II. Provide for a gradual transition from elementary to secondary education in such matters as:

1. Content
2. Methods of teaching
3. Grouping
4. Administration

III. Provide increasing opportunity for stressing importance of spiritual and moral values as a basis for all education.

The recommended minimum enrollment is 300 pupils. On recommendation of the high school supervisor, a smaller enrollment may be acceptable, provided local circumstances, such as consolidation and housing facilities, would seem to justify approval. Where a sufficient enrollment cannot be met, the 6-6 or the 7-5 plan of organization may be more desirable than a plan that provides separate housing and treatment of the junior high school grades.

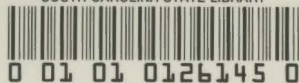
A junior high school that is not a unit in a school district which also operates a senior high school will not be accredited.

Credit toward graduation may not be allowed for work done below the ninth grade.

In all respects not included specifically in the above statements of standards governing the operation of accredited junior high schools, the standards prescribed by the State Board of Education for accredited high schools will apply. These are treated elsewhere in this bulletin under topics listed below:

Accreditation Procedure
Administration
Administrative Organization
Application of the Standards to
Individual Schools
Experimentation
Extra-curricular Activities
Financial Records
Guidance
Health
Instructional Materials
Length of School Term
Length of School Day
Length of Class Periods
Library Standards
Minimum Enrollment

New High Schools
Objective and Subjective
Standards
Office Records
Physical Plant
Pupil—Accounting System
Pupil Load
Program of Studies
Qualifications of Teachers
Subject—Class Enrollment
Summer Schools
Supervision of Instruction
Teacher Load
Transfer of Students
Visitation by State Supervisors



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